

CHAPTER I

INTRODUCTION

This study is focused on teaching writing recount text through Project Based Learning method with picture series at a junior high school. This chapter consists of seven sections: Background of the Research, Research Questions, Objectives of the Research, Limitation of the Problem, Significances of the Research, Definition of Key Terms and Organization of the Research.

A. Background of the Research

In learning English, language has four skills that must be mastered. The four skills are writing skill, speaking skill, reading skill and listening skill. The four skills are closely related to each other in language, especially writing skills. Writing is as a tool for communication, in which writing skill considered as indicator of assessing students' success in English, because students need a broader level of perception in language skills and thought processes. The application of the process of writing is needed in the implementation of learning. The writing process is more emphasized on what students think and interpret into a writing (Tomkins, 2000 cited in Marza & Hafizh, 2013). Besides, writing is also able to encourage students to focus more on the language

used and critical thinking that can have a good impact on the development of student language in written form (Harmer, 2004).

EFL students have to learn writing several types of texts in the learning process such as recount text, descriptive text, procedure text, narrative text, report text, anecdote and so on. Recount text is one type of texts taught to eighth grade junior high school students. This is supported by Carter, et al (2002: 269) in (Apsari, 2017) who argue that writing is important for one's ability to think according to what is written and thought so that it can be valued by others in their careers and personal lives. In addition, Derewianka (2004) says that the purpose of recount text is to explain past experiences (chronological order).

However, the students' writing process in eighth grade at a junior high in Batujajar still faces several obstacles in achieving its goals. Some students had difficulty in writing, such as students' limited vocabulary, knowledge of the use of grammar, and students' difficulties in developing their ideas. Another factor is that the teacher only focus on textbooks and never use the media in learning. In addition, conventional techniques are still used by teachers in learning. Then, the enthusiasm of students who are lack in learning and the assumption of students that learning English is difficult.

According to Richards and Renandya (2002: 303) in Ardyan & Saunir (2014), writing is the most difficult skill for second

language students (EFL). Some students have difficulty in writing when mastering and integrating their micro skills (Rokhyati, 2014). This is a challenge for the teacher as a facilitator in an effort to overcome the problem of students' writing skills. Therefore, the teachers are expected to be more creative and innovative in creating a learning atmosphere in the classroom by selecting and applying learning methods that use media that are able to attract students' attention to have enjoyable learning opportunities, not easily bored and more interactive.

Project-based learning has been carried out by researchers combined with the use of picture series media in writing. Project-based learning is one type of learning method or strategy from the scientific approach to the 2013 curriculum in Indonesia. Besides that, there are other learning methods, such as Discovery learning, inquiry learning, and Problem Based Learning. But the researcher choose the learning of learning projects because in addition to being able to create an active learning atmosphere between students and students, students and teachers are also able to trigger student motivation to design, plan, and implement projects and then communicate to the public or presentations (Patton, 2012).

Project-based learning is an approach that is instructed to turn methods into learning activities that are more student-centered to help students understand writing recount texts with a pleasant

learning atmosphere. Likewise the picture series which is one of the media that is considered appropriate in learning to write English. According to Le's statement (2005) cited in Apsari (2017) the use of picture series can make learning cooperative, motivated, good enthusiasm, and understanding of idea generation and producing higher sentences.

Based on the explanation above, this study applies the Project Based Learning method in a Junior High School. This paper explains the application of Project Based Learning method in teaching writing recount text.

B. Research Questions

Based on the background above, the researcher formulates the research questions as follow:

1. How is the scenario and the implementationn of teaching writing recount texts through Project Based Learning method with picture series at a junior high school?
2. What are the teacher and students' responses in teaching writing recount texts through Project Based Learning method with picture series at a junior high school?
3. What are the difficulties faced by the students in learning writing recount text through Project Based Learning method with picture series at a junior high school?

C. Objectives of the Research

In relation to the study above, the aims of the research are:

1. To describe the scenario and implementation in teaching writing recount text through Project Based Learning method with picture series.
2. To investigate the teacher and students' responses in teaching writing recount text through Project Based Learning method with picture series.
3. To identify the students' difficulties in learning writing recount text through Project Based Learning method with picture series.

D. Limitation of the Problem

In conducting this research, the researcher limits the problem. The focus of the research was on teaching writing recount text through project based learning method with picture series. The decision was taken by considering the importance of project based learning as one strategy of scientific approach that was useful to increase students' writing skill.

E. Significances of the Research

Although this research is far from perfect, hopefully it will bring benefits for those who closely working in this field, such as :

1. For Teacher

To find out information about students' writing abilities and provide information as an alternative to choosing models or methods in learning to write recount texts through project-based learning and also can make teachers more interactive with students.

2. For Students

Provides opportunities for students to actively participate in recount text learning by using project-based learning methods and being able to write in English according to the rules.

3. For Next Learning Process

Can find out the results of student learning processes in teaching writing recount text using the Project based learning method as an illustration for further learning.

F. Definition of Key Terms

Some key terms used in this research are as follows:

1. Writing Skill

According to Brown (2001) writing is the result of thinking, drafting and revising procedures that requires specialized skill on how to generate ideas, to organize of coherently, the use discourse and cohesively into a written text, how to edit a text for appropriate grammar, and how to produce a final product.

2. Project Based Learning

Project Based Learning is one of method in learning refers to design, planning, carrying out an project that produces output such as a product, publication or presentation (Patton, 2012).

3. Recount Text

As states by Anderson, M (1997) recount text is a piece of text that re-examine events with the purposes to describes to readers of what and when it occurred.

4. Picture Series

There are some examples of picture series can be used in the classroom. Picture series is one of visual art media in teaching English. White & Arndt (1997) state that picture is classified into visually representational material.

G. Organization of the Research Paper

The organization of the paper divided into five chapters as follow:

Chapter I is Introduction. This chapter describes the description of the introduction as the beginning of paper. This section explains the background of the study, research questions, objectives of the research, limitation of the problem, significances of the research, definition of key terms and organization of the research paper.

Chapter II is Literature Review. This chapter includes process of writing, the purpose of writing , aspects of writing, definition of recount text, generic structure of the research, language features of recount text, types of recount text, project based learning, procedures of project based learning, the advantages and disadvantages of project based learning, picture series, responses, and previous studies.

Chapter III is Research Methodology. This chapter contains an explanation of research method, research design, subject of the research, instruments of the research, data collection techniques, and data analysis.

Chapter IV is Results and Discussion. This chapter presents the result of the findings and discussion on the paper.

Chapter V is Conclusion and Suggestion. This chapter, the researcher writes conclusion and suggestions from the result of the research.